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BOOKER T. WASHINGTON  
High School For The Performing And Visual Arts

## **Booker T. Washington High School for the Performing and Visual Arts** **English & World Languages Department**

**2015-2016 School Year (August 24 – June 3)**  
**AP Spanish IV**

**Instructor:** **Jennifer Duffy, M.A. Spanish Linguistics**

### **Contact Information:**

Classroom: 104 (Historic Building)  
Phone: (972) 925- 1272  
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Tutoring Hours: M – TH 8:45 a.m. – 9 a.m.  
(Less an event of scheduling conflict.)  
M – TH 4:15 p.m. – 4:45 p.m.

### **Course Description:**

#### **AP Spanish Language and Culture**

#### **Course Overview (from the College Board)**

The AP Spanish Language and Culture course is a rigorous course taught exclusively in Spanish that requires students to improve their proficiency across the three modes of communication. The course focuses on the integration of authentic resources including online print, audio, and audiovisual resources, as well as traditional print resources that include literature, essays, and magazine and newspaper articles with the goal of providing a rich, diverse learning experience. Students communicate using rich, advanced vocabulary and linguistic structures as they build proficiency in all modes of communication toward the pre-advanced level.

#### **Required Materials**

- Draggett, Parthena, Temas AP Spanish Language and Culture, Vista Higher Learning, 2014.
- Course Binder/Notebook

#### **Organization**

The course is divided into thematic units which are further based on recommended contexts and guided by essential questions. Corresponding cultural elements are integrated into the study of the units, and activities are directed with those cultural connections in mind. Discussion of the topics completely in Spanish is a requirement for this course.



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## **Real-life Language and Culture**

Students are required to engage in real-life activities outside the classroom to enrich their Spanish language and culture experiences. They complete activities that interest them throughout the year for their Language and Culture Portfolio. Options include but are not limited to: attending an art exhibit, musical show or play; regular correspondence through email, Skype or Face Time with heritage speakers in a Spanish-speaking country; viewing of important events involving target language speakers, such as a president's acceptance speech or a national celebration of a country's independence; and visits to university campuses for special events, hosting a student from a Spanish-speaking country; visiting area businesses and learning about opportunities with Spanish, and more. Students must provide acceptable evidence of their engagement as described in the Language and Culture Portfolio Guidelines.

When possible, the instructor will organize opportunities for the students to tutor Spanish-speaking students at nearby elementary schools or to help their parents to interpret school communications. Additionally, students will be partnering with Spanish House elementary school once a semester to teach a mini-lesson or collaborate on a community project.

## **Teaching Strategies**

### *Participation:*

Activities may begin as teacher-led discussions but mostly end as student-led discussions. Students are given the opportunity to offer opinions and support them, ask questions, ask for clarification, and discuss the material with each other in pairs, small groups, and as an entire class.

### *Integrated skills:*

Most class activities are integrated. Example: A lesson may begin with a reading activity in the interpretive mode, continue with discussion in the interpersonal mode, add in a listening task in the interpretive mode, and then culminate with a written presentational activity that integrates the reading, listening, and discussion materials. Other times the writing is a pre-reading activity that prepares students for the reading and discussion. A variety of strategies and integrated skills are present throughout the course.

## **Assessment**

### *Pre-assessments:*

#### **August/September Preliminary Assessments**

All students complete three separate preliminary assessments based on the Interpersonal, Interpretive, and Presentational modes of communication. These assessments are graded as class work and form the basis of a portfolio of student work, so that both student and teacher may monitor learning throughout the year.



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*Ongoing assessments:*

**Homework:** Frequent.

**Tests:** Assessments include integration of the modes of communication. Unit assessments are announced several days in advance. Students should visit with their teacher prior to an exam if they need extra help. It is imperative that students read and reflect on the feedback provided by the teacher, as it is there to help improve language proficiency and avoid the same errors on future assignments.

**Quizzes:** Weekly. Most are announced in advance and will cover vocabulary.

**Notebook:** Students are responsible for maintaining a 3-ring binder to organize homework, notes, corrected quizzes, practice exams, vocabulary, rubrics, and writing.

**Oral Assessments:** Individually or in groups; minimally one per marking period.

**Writing Portfolio:** Students examine different types of texts, interpret them, and then use them as models with which to write their own. The students maintain a portfolio of all their written work in the classroom in order to chart their progress. The teacher will provide a spiral for students.

**Cultural Contacts Portfolio:** In person or online, students participate in one Cultural Contact each marking period from a choice board of authentic suggestions that include local restaurants, museums, festivals, events in the city and surrounding cities, and film night at school. Students make entries in a paper or electronic portfolio summarizing and reflecting orally or in writing about the experience.

**Class Participation:** Based on exclusive use of Spanish and ease of use. Speaking the language increases fluidity and accuracy. Risk-taking is rewarded. The goal is the communication, not the grammar. Use of English inhibits learning, weakens the process, and loses points.

**News Report:** Each student is responsible for reading and briefly summarizing orally the content of two of the following: news article, editorial, letter to the editor, and/or TV news broadcast per marking period for the class from a current, authentic source (see listings in resources).

**Essays:** Throughout the course, students write a variety of essays (i.e. synthesis, persuasive, expository) using authentic listening and reading sources, such as documentaries, news reports, interviews, and newspaper and magazine articles; the essays are scored using the AP scoring guidelines.

**Skit:** Students create and perform a skit for a Spanish 3 class in which they present a scene as characters from a film or literary text.

**Final Exam:** In AP format: examination of texts and a writing response to an article. Those taking an AP exam, without discipline referrals (including academic dishonesty), and maintaining a **B+** average are exempt from the final exam.



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## Grading Scale

Most assessments will be graded based on the AP grading scale of 1-5. The student is expected to progress throughout the year and therefore there are two grading scales. Both teacher and student will have one on one time to review the student's portfolio each six weeks and discuss their progress.

Assignment	Weight
Classwork/Homework/News Report/Participation	40%
Essays/Tests/Oral Assessments	25%
Portfolios	20%
Six-Week Unit Test	15%

Fall 2015		Spring 2016	
91-100	5	93-100	5
80-90	4	81-92	4
68-79	3	70-80	3
58-67	2	60-69	2
50-57	1	50-59	1

## Course Planner

Through the study of the following AP topics, students build the necessary skills to reach the assessment objectives through the expansion of their receptive, productive, and interactive skills.

AP themes to be covered include:

- Las familias y las comunidades (*1<sup>st</sup> 6 weeks, August 24 - October 2*)
- La ciencia y la tecnología (*2<sup>nd</sup> 6 weeks, October 5 – November 6*)
- La belleza y la estética (*3<sup>rd</sup> 6 weeks, November 10 – December 18*)
- La vida contemporánea (*4<sup>th</sup> 6 weeks, January 6 – February 19*)
- Los desafíos mundiales (*5<sup>th</sup> 6 weeks, February 22 – April 15*)
- Las identidades personales y públicas (*6<sup>th</sup> 6 weeks, April 18 – June 2*)

## Units

Unit 1: Las familias y las comunidades

*Essential Questions:*

- ¿Cómo se definen las relaciones personales?
- ¿Cómo se define la familia en distintas sociedades?
- ¿Cómo impactan nuestras familias y comunidades nuestras relaciones personales y públicas?



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#### Unit 2: La ciencia y la tecnología

##### *Essential Question:*

- ¿Qué impacto tiene el desarrollo científico en nuestras vidas?

#### Unit 3: La belleza y la estética

##### *Essential Question:*

- ¿Cómo se definen las percepciones de la belleza?

#### Unit 4: La vida contemporánea

##### *Essential Questions:*

- ¿Cuáles son los desafíos de la vida contemporánea?
- ¿Por qué decide alguna gente emigrarse a otro país?

#### Unit 5: Los desafíos mundiales

##### *Essential Question:*

- ¿Cuáles son los desafíos sociales, políticos y del medio ambiente que enfrentan las sociedades del mundo?

#### Unit 6: Las identidades personales y públicas

##### *Essential Questions:*

- ¿Cómo se refleja la identidad cultural en tu comunidad?
- ¿Cómo es tu identidad un reflejo de tu familia y tu cultura?
- ¿Cómo se expresan los distintos aspectos de la identidad en diversas situaciones?

#### Optional Unit: Los héroes en nuestras vidas

##### *Essential Questions:*

- ¿Cómo influyen los héroes en nuestras vidas?
- ¿Cuáles son las calidades que definen a un héroe?

### **Late and Make-up Work Policy**

#### **English and World Languages Department**

- If an assignment is missing, teachers will record a missing grade in the gradebook for that assignment. The teacher will enter a grade of zero only if the student submitted the assignment and received zero points.
- In the case of missed classwork due to absence, the student is responsible for requesting, within one class period (usually two school days due to block scheduling), missed work or an alternate assignment from the teacher. The student will be allowed the same amount of time to complete the assignment as students who were present, or an amount of time appropriate to an alternate assignment.



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- If the student would miss assignments due the day of a pre-planned absence, such as a performance or college visit, the assignment is due no later than 4:20 p.m. the calendar day prior to the planned absence. For anything assigned during the planned absence, the student is responsible for obtaining the assignment and its details and is subject to the missed classwork policy above.
- For late work not associated with an absence, or when the student misses a deadline for absence-related make up work, the student is given one class period (two calendar days) to complete the work, but that work will incur a 30 percent grade reduction. After that time, the assignment will remain coded as a missing grade, which will count as a zero for the purposes of grade averaging.
- In the case of missed tests or quizzes, the student must arrange for make-up with the teacher within one class day (two calendar days) of the student's return to class. Failure to do so will incur the 30 percent penalty for late work as articulated above.

## Academic Honesty Statement

Scholastic dishonesty is a violation of the Code of Student Conduct. Scholastic dishonesty includes, but is not limited to, cheating on a test, plagiarism, and collusion.

As a pre-college student, you are considered a responsible adult. Your enrollment in an AP course indicates acceptance of the DISD and BTWHS Code of Student Conduct. Academic dishonesty is a serious offense and will be handled as such.

## Resources

### *FEATURE FILMS*

- Al Otro Lado. (To the Other Side). Univision Communications, Inc. 2007.
- Diarios de motocicleta. (The Motorcycle Diaries). Focus Features. 2004.
- The City, La Ciudad, PBS Broadcasting; [www.pbs.org/itvs/thecity/](http://www.pbs.org/itvs/thecity/)

### *AUTHENTIC TV & RADIO NEWS BROADCASTS*

- Univision Al Punto
- Univision Primer Impacto
- Noticias Univision 41
- Corporación Radiotelevisión Española - [www.rtve.es](http://www.rtve.es)
- Radio de la Naciones Unidas – [www.unmultimedia.org/radio/spanish/](http://www.unmultimedia.org/radio/spanish/)
- Radio Nederland – [www.rnw.nl/espanol](http://www.rnw.nl/espanol)

### *AUTHENTIC NEWSPAPERS*

- El País - [www.elpais.com](http://www.elpais.com)
- El Mundo - [www.elmundo.es](http://www.elmundo.es)
- Prensa Escrita - [www.prensaescrita.com/](http://www.prensaescrita.com/)



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- Latin American Network Information Center  
<http://lanic.utexas.edu/la/region/news/indexesp.html>
- Reforma – [www.reforma.com/](http://www.reforma.com/)
- La Tercera – [www.latercera.com/](http://www.latercera.com/)
- Centro de Noticias ONU – [www.un.org/spanish/News/](http://www.un.org/spanish/News/)
- La Crónica de Hoy – [www.cronica.com.mx/](http://www.cronica.com.mx/)
- El Mercurio – [www.emol.com/](http://www.emol.com/)

#### *AUTHENTIC MAGAZINES*

- Américas. Organization of American States, Washington, D.C
- Vanidades.
- Muy Interesante.

#### *WEBSITES*

- Audiria - [www.audiria.com](http://www.audiria.com)
- BBC Mundo - [www.bbc.co.uk/languages/spanish/](http://www.bbc.co.uk/languages/spanish/)
- Nuevos Horizontes - [www.nuevos horizontes.org](http://www.nuevos horizontes.org)
- Univisión - [www.univision.com](http://www.univision.com)
- Tierra América - [www.tierramerica.info](http://www.tierramerica.info)

**Please acknowledge that both you and your parent(s) have read this syllabus:**

Student Signature: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

**The instructor reserves the right to amend this syllabus as necessary.**